



Anderson 2 School District

10990 BHP Highway
Honea Path, South

Grades	PK-12 District	
Enrollment	3,764 Students	
Superintendent	Mr. Thomas T. Chapman	864-369-7364
Board Chair	Mrs. Brenda Cooley	864-369-7364

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	At-Risk
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

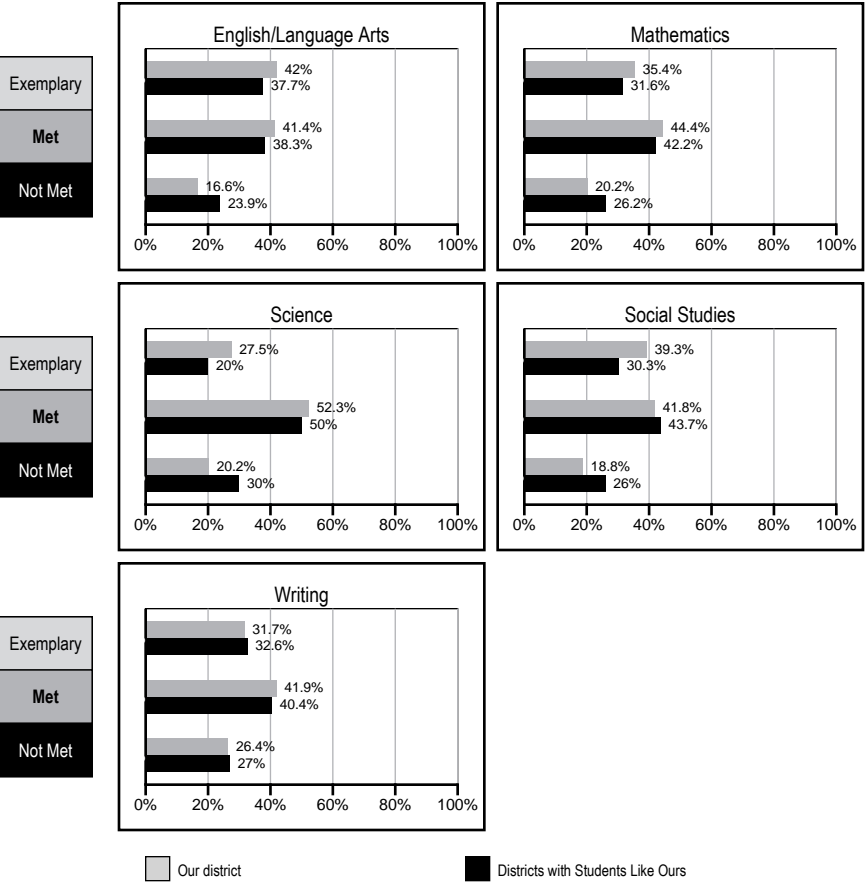
98.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	5	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	80.8%	83.7%	81.6%	81.2%	84.4%	78.6%
Passed one subtest	9.2%	8.5%	11.0%	10.6%	9.0%	11.6%
Passed no subtests	1.0%	7.8%	7.5%	8.2%	7.1%	9.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	87.5%	80.9%
English 1	75.9%	72.7%
Physical Science	69.4%	60.1%
US History and the Constitution	51.8%	44.4%
All Subjects	72.2%	65.6%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,764)				
First graders who attended full-day kindergarten	100.0%	Up from 99.0%	98.6%	99.7%
Retention rate	2.6%	Down from 3.7%	2.6%	3.1%
Attendance rate	95.7%	Down from 95.8%	96.1%	95.7%
Eligible for gifted and talented	16.5%	Down from 17.4%	16.5%	11.2%
With disabilities other than speech	10.7%	Down from 11.3%	10.0%	10.6%
Older than usual for grade	3.8%	Down from 4.4%	3.0%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.2%	0.5%	0.5%
Enrolled in AP/IB programs	11.2%	Up from 8.7%	18.7%	10.5%
Successful on AP/IB exams	50.0%	Up from 43.1%	51.9%	51.2%
Eligible for LIFE Scholarship	28.9%	Down from 60.7%	35.5%	30.8%
Enrolled in adult education GED or diploma programs	26	Down from 27	71	40
Completions in adult education GED or diploma programs	20	Up from 18	61	30
Annual dropout rate	6.3%	Up from 4.8%	3.8%	3.4%
Teachers (n=222)				
Teachers with advanced degrees	56.3%	Up from 49.8%	59.0%	56.8%
Continuing contract teachers	86.5%	No Change	78.3%	76.7%
Teachers with emergency or provisional certificates	1.0%	Up from 0.5%	3.0%	4.6%
Teachers returning from previous year	92.8%	No Change	90.1%	88.4%
Teacher attendance rate	95.6%	Up from 94.6%	95.5%	95.0%
Average teacher salary*	\$47,837	Up 3.2%	\$47,842	\$46,992
Vacancies for more than nine weeks	0.0%	No Change	0.0%	0.4%
Professional development days/teacher	17.6 days	Down from 19.5 days	12.8 days	13.1 days
District				
Superintendent's years at district	11.0	Up from 10.0	3.0	3.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 23.7 to 1	21.2 to 1	20.5 to 1
Prime instructional time	90.4%	Up from 88.3%	90.4%	89.8%
Dollars spent per pupil**	\$8,063	Up 0%	\$8,589	\$9,279
Percent of expenditures for teacher salaries**	54.7%	Up from 53.3%	55.8%	52.7%
Percent of expenditures for instruction**	60.3%	Up from 59.9%	58.4%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	7	No Change	15	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	3.9%	3.5%
Average age in years of school facilities	32 Years	Up from 31 Years	24 Years	28 Years
Number of schools with SACS accreditation	7.0	No Change	13.0	8.0
Parents attending conferences	97.9%	N/A	95.1%	93.9%
Average administrator salary	\$83,112	Up 5.3%	\$78,992	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	242	93.4%	1032	72.2%	287	73.2%	Yes
Gender							
Male	117	88.0%	517	70.2%	145	62.8%	N/A
Female	125	98.4%	515	74.2%	141	83.7%	N/A
Racial/Ethnic Group							
White	194	95.4%	813	76.6%	221	78.3%	N/A
African American	44	86.4%	201	54.7%	60	55.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	10	60.0%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	28	60.7%	126	41.3%	31	35.5%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	99	88.9%	432	64.4%	125	60.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	93.4%	95.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	287	920
Number of Diplomas	210	674
Rate	73.2%	75.6%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	536	504	515	511	516	499	1567	1514		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	20.4	18.7	20.6	20.4	21.4	19.6	21.0	20.4	21.0	19.9
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School District Governance

Board Membership	6 trustees elected to single-member seats, 1 trustee elected to at-large seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	16.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The 2008-2009 school year was another great academic year for Anderson School District Two. Out of the 85 school districts in South Carolina, our district was ranked 4th based on the most recently reported test scores. Our district was also recognized as having the highest SAT scores in the state.

Anderson School District Two continued to focus for a second year on the four major initiatives begun during the previous year. These initiatives were: Positive Behavioral Interventions and Supports (PBIS), technology, reading interventions and supports, and MERIT Academy/Team9Reach. During year two of PBIS, schools concentrated on creating and sustaining school-wide expectations, developing and teaching classroom expectations, and providing one-on-one daily assistance to students who needed additional support. Instructional delivery through technology applications continued to be an expanding area for our district. We held our first Technology Fair in March, with presenters sharing relevant information regarding: Promethean, SchoolRooms (state library resources), ETV Streaming videos, Story Maker, Photo Story, etc. Teachers used this knowledge to transform classrooms into truly interactive learning environments. During 2008-2009 school year, our reading intervention program was expanded from the elementary and middle schools into the high school. A reading teacher was hired and trained in a research-based reading intervention program, Xtreme Reading, for the secondary level. This program not only delivered intensive reading strategies and supports, but also focused on developing the whole child and setting meaningful goals. This initiative was partnered with the Content Literacy Continuum (CLC) which uses literacy content enhancement strategies in all content areas. Staff development at the high school level centered on providing in-depth training in strategies for all teachers. The 21st Century Community Learning Center, Merit Academy, and Team9Reach continued to provide students with academic and life enhancement skills both during and after school. Students were paired with caring mentors who offered encouragement and guidance throughout the year.

Several schools were honored during the 2008-2009 school year for their academic achievements. Honea Path Elementary School and Wright Elementary School were recognized by the State Education Oversight Committee for closing the achievement gap among students of differing economic and ethnic groups. Belton Middle School was the only middle school in South Carolina this year to be named "Schools to Watch" as part of a national forum which recognizes high performing middle schools. Belton Elementary School was recognized as a Red Carpet School demonstrating a family-friendly school environment and providing excellent customer service. Wright Elementary School was a recipient of the state's Gold Award while Belton Honea Path High School was recognized as a Silver Award winner for academic achievement.

I would like to thank our district and school staffs, parents, and community members for continued support of all instructional programs. Without the shared vision and collaborative efforts of everyone involved, reaching district goals would not be possible.

Thomas T. Chapman
Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

CDI-HOLD

CDI-HOLD

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

The Anderson 2 School District consists of 7 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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PASS Performance By Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	1746	99.9	16.2	41.6	42.2	90.1	82.8	Yes	Yes
Gender									
Male	892	99.9	18.7	42.0	39.4	88.5	79.3	N/A	N/A
Female	854	99.9	13.7	41.1	45.2	91.7	86.5	N/A	N/A
Racial/Ethnic Group									
White	1374	99.9	14.1	40.2	45.7	91.2	89.5	Yes	Yes
African American	329	100.0	25.8	47.5	26.8	85.3	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	30	100.0	18.8	43.8	37.5	87.5	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	278	99.6	45.3	38.2	16.5	68.2	52.0	Yes	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	20	100.0	N/AV	N/AV	N/AV	N/AV	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	874	99.9	23.3	45.6	31.1	85.4	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	1746	99.9	19.8	44.7	35.5	87.3	78.9	Yes	Yes
Gender									
Male	892	99.9	20.9	43.8	35.3	86.2	77.0	N/A	N/A
Female	854	99.9	18.7	45.7	35.6	88.4	80.9	N/A	N/A
Racial/Ethnic Group									
White	1374	99.9	16.9	44.2	38.9	89.6	87.2	Yes	Yes
African American	329	100.0	33.1	46.8	20.1	76.9	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	30	100.0	18.8	56.3	25.0	87.5	76.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	278	99.6	52.8	34.8	12.4	57.3	45.5	Yes	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	20	100.0	N/AV	N/AV	N/AV	N/AV	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	874	99.9	26.5	47.8	25.7	80.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	1167	99.9	19.5	52.9	27.6	80.5	67.5
Gender							
Male	581	100.0	20.1	50.5	29.5	79.9	67.0
Female	586	99.8	19.0	55.3	25.7	81.0	68.0
Racial/Ethnic Group							
White	913	99.9	16.0	53.6	30.4	84.0	79.5
African American	221	100.0	35.7	50.8	13.6	64.3	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	21	100.0	7.1	64.3	28.6	92.9	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	187	100.0	48.9	38.5	12.6	51.1	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	15	100.0	10.0	70.0	20.0	90.0	59.6
Socio-Economic Status							
Subsized meals	589	99.8	26.6	52.6	20.8	73.4	55.1

Social Studies

All Students	1170	99.7	18.5	42.5	38.9	81.5	72.3
Gender							
Male	603	99.7	19.7	35.9	44.4	80.3	71.5
Female	567	99.8	17.3	49.5	33.1	82.7	73.2
Racial/Ethnic Group							
White	920	99.7	16.6	40.1	43.3	83.4	80.7
African American	228	100.0	26.2	51.9	21.9	73.8	60.0
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	17	100.0	30.8	53.8	15.4	69.2	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	182	98.9	40.8	48.9	10.3	59.2	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	8	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsized meals	594	99.5	25.3	48.6	26.2	74.7	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	1746	98.9	26.5	39.7	33.8	73.5	70.2	95.9	96.1
Gender									
Male	897	98.8	33.8	39.0	27.2	66.2	63.2	95.8	96.0
Female	849	98.9	18.8	40.4	40.8	81.2	77.5	95.9	96.3
Racial/Ethnic Group									
White	1382	98.9	24.0	39.3	36.7	76.0	79.1	95.7	95.9
African American	324	98.5	37.9	41.6	20.5	62.1	57.6	96.7	96.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.2	96.6	97.3
Hispanic	27	100.0	31.3	43.8	25.0	68.8	62.6	95.8	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.7	91.1	94.9
Disability Status									
Disabled	279	95.0	67.8	28.3	3.9	32.2	26.1	95.2	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	19	100.0	I/S	I/S	I/S	I/S	61.2	96.2	96.8
Socio-Economic Status									
Subsided meals	861	99.2	35.4	41.2	23.4	64.6	58.9	95.3	95.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	288	100.0	14.3	34.1	51.6	85.7
	4	301	99.7	12.3	43.7	44.0	87.7
	5	286	100.0	14.5	42.8	42.8	85.5
	6	290	99.7	14.2	42.2	43.7	85.8
	7	289	100.0	21.4	41.4	37.1	78.6
	8	292	100.0	20.4	45.2	34.4	79.6

Mathematics

2009	3	288	100.0	21.6	32.2	46.2	78.4
	4	301	99.7	14.4	49.6	35.9	85.6
	5	286	100.0	18.6	44.6	36.8	81.4
	6	290	99.7	14.6	45.9	39.6	85.4
	7	289	100.0	19.3	50.0	30.7	80.7
	8	292	100.0	30.5	45.5	24.0	69.5

Science

2009	3	146	100.0	18.8	42.8	38.4	81.2
	4	301	99.7	14.4	57.5	28.1	85.6
	5	141	100.0	23.1	53.0	23.9	76.9
	6	142	100.0	19.7	62.9	17.4	80.3
	7	288	100.0	21.1	51.3	27.6	78.9
	8	149	100.0	23.9	47.2	28.9	76.1

Social Studies

2009	3	144	100.0	16.4	35.0	48.6	83.6
	4	301	99.7	13.0	44.9	42.1	87.0
	5	145	99.3	16.7	42.0	41.3	83.3
	6	148	100.0	5.8	50.7	43.5	94.2
	7	289	100.0	30.7	39.3	30.0	69.3
	8	143	99.3	22.1	44.1	33.8	77.9

Writing

2009	3	283	99.3	27.9	30.1	41.9	72.1
	4	302	99.0	28.9	44.4	26.8	71.1
	5	286	99.7	28.2	39.6	32.2	71.8
	6	290	99.0	18.7	39.6	41.8	81.3
	7	290	97.9	18.7	43.9	37.4	81.3
	8	295	98.3	36.0	40.3	23.7	64.0

Abbreviations for Missing Data

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N/C--Not Collected

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I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	260	98.5	10.0	43.2	29.6	17.2	57.2	61.8	No	Yes
Male	129	97.7	13.0	41.5	24.4	21.1	56.9	57.4	N/A	N/A
Female	131	99.2	7.1	44.9	34.6	13.4	57.5	66.1	N/A	N/A
White	204	98.0	7.1	41.9	31.3	19.7	60.6	74.3	No	Yes
African American	52	100.0	22.4	49.0	20.4	8.2	42.9	44.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	39	100.0	38.5	46.2	10.3	5.1	17.9	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38.5	I/S	I/S
Subsized meals	113	98.2	18.2	51.8	21.8	8.2	41.8	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	260	98.5	14.0	26.8	30.8	28.4	69.6	62.7	Yes	Yes
Male	129	97.7	14.6	23.6	29.3	32.5	71.5	61.8	N/A	N/A
Female	131	99.2	13.4	29.9	32.3	24.4	67.7	63.6	N/A	N/A
White	204	98.0	11.6	24.2	32.3	31.8	74.2	75.1	Yes	Yes
African American	52	100.0	24.5	38.8	24.5	12.2	49.0	45.1	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	39	100.0	43.6	33.3	15.4	7.7	30.8	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.3	I/S	I/S
Subsized meals	113	98.2	22.7	35.5	30.0	11.8	52.7	47.9	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	259	97.3	49.0	23.9	13.1	11.2	N/A	N/A	N/A	N/A
Male	129	96.1	43.4	20.9	17.1	14.7	N/A	N/A	N/A	N/A
Female	130	98.5	54.6	26.9	9.2	7.7	N/A	N/A	N/A	N/A
White	203	97.0	43.3	26.1	14.8	12.8	N/A	N/A	N/A	N/A
African American	52	98.1	71.2	17.3	5.8	3.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	38	94.7	84.2	7.9	2.6	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	113	96.5	66.4	18.6	7.1	4.4	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	262	98.1	10.0	29.3	32.5	28.1	69.1	69.7
	2009	260	98.5	10.0	43.2	29.6	17.2	57.2	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	262	98.5	11.6	24.8	35.2	28.4	74.0	67.2
	2009	260	98.5	14.0	26.8	30.8	28.4	69.6	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate, grades K-8	95.7%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.